Our school at a glance

Students
Bourke High School serves a small isolated community in the far north west of NSW. The school's student population is approximately 150, about 60% of who identify as being Aboriginal. The school features a strong vocational education and training focus in all years. There is also a strong welfare focus with programs in place to address students' social, as well as, educational needs. New school rules have been developed to reflect this: Respect - Safety - Learning. The stated aim of the school is that all students can achieve success and the goal is for all students leaving school to enter employment or further education and training.

Staff
At Bourke High School there are 30 teaching staff and 12 support staff. All teaching staff meets the professional requirements for teaching in NSW public schools.

Significant programs and initiatives
Bourke High School has a range of programs delivered to support teaching and learning such as National Partnerships, Low Socio-economic Initiative (NP) Priority Schools Program (PSP) Country Areas Program (CAP) and MCEETYA Math Pilot.

Student achievement in 2010
Though the average student performance is below the state there has been growth in year 7 NAPLAN achievements and a slight gain in year 9. Some School Certificate results also indicated growth to past years. Higher School Certificate is difficult to gauge because of the small number of students studying in each subject.

Messages

Principal’s message
Bourke is a unique township located on the banks of the Darling River in northwest NSW comprised of 2500 people. Bourke is characterized by the hot, isolated, dry and flat surroundings that have been home to Aboriginal people for tens of thousands of years. These physical and cultural characteristics shape the community and develop within it strong values, resilience and cultural depth. Many people who live in or visit Bourke are touched by the difference Bourke offers. People are accepted and respected for who they are; shallow pretences are easily seen through and overlooked. The development and maintenance of quality interpersonal relationships are more important than individual personal gain.

Bourke High School is an integral part of the Bourke community. Every school reflects its local community and as such our school proudly reflects the characteristics of the wider community.

The buildings and grounds of Bourke High School are a public space dedicated to learning. Together staff, students, parents and caregivers share responsibility for shaping future citizens and lifelong learners.

During 2010, our students have been equipped with knowledge and skills for the world beyond school including tertiary studies, traineeship and employment options. Transition programs have successfully supported students who choose to go directly into the workforce from school.

2010 has been an exciting and focused year. Bringing together onto the one site over 160 students and staff each day to achieve high educational standards is a challenge accepted by the school. During 2010, Bourke High School has
seen various changes to help develop and improve student outcomes. These include the building of the BER Science laboratory, the introduction of the DEAR reading program using SRA readers. The following Annual School Report will mention other various innovative and successful programs designed to improve student performance. One of our most successful programs was the employment of a second Deputy Principal – Programs from our National Partnerships – Low SES funding. This has led to the professional establishment and management of teacher development and student enhancement strategies and platforms.

There is still a way to go; teaching is a challenging, unpredictable human activity. As a school we are diverse in our experience, expertise and outlook. We have strengths and areas for ongoing development, outlined in the following document. Above all though, our focus is to care for and respect all students while delivering quality teaching every day to every student in every classroom. We appreciate your interest in reading this report and look forward to any contributions you may be able to make to our school and most importantly the education of students in Bourke.

I would like to thank the whole school community for making my first two years at Bourke High School a wonderful experience. My family has been made very welcome, and we look forward to working with you in the future.

I certify that the information in this report is the result of a rigorous school self-evaluation process and is a balanced and genuine account of the school’s achievements and areas for development.

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Bruce Buxton

P & C message

Our P&C is a small but committed group meeting to support the students and staff of Bourke High School. We are unique in that we are currently not a fundraising body; therefore we meet as a group to share information on future happenings within the school, to delight in achievements of students and staff and to discuss any concerns parents and caregivers may have.

We meet on the fourth Tuesday of every month during school terms. It is encouraging to see parents and caregivers join in as well as the school executive team. Our meetings are short, friendly and very informative.

During 2010 the P&C have supported initiatives of the school aimed at promoting cohesion among our students and community. This has included the annual ‘Nibble and Natter’. We have purchased new seating for the student’s lunch areas. In addition we once again sponsored our award for Citizenship at the Annual Presentation Night.

I encourage all parents and caregivers to come along to our meetings in 2011. It is your P&C, a place where you can meet other parents and caregivers and share your concerns and encouragement in a friendly and supportive environment. I look forward to seeing you in the new year.

Lynn Hawkins – P&C President

Student representative’s message

2010 was a busy but yet exciting year for student Representative council at Bourke High School. The 2010 SRC consisted of thirteen students and two staff facilitors. Elected students included Robert Wilson, Mark Lowe & Samara Milgate.

The student representative council led many fundraising events throughout the year to raise awareness and funds for worthwhile causes including: Shave for a cure, Pink Ribbon Day, Red nose day. The focus was on awareness raising and how there issues affect our community.

The SRC also helped stage the nibble and Natter mother’s day event.

Ellie May Milgate were elected to represent our SRC and school at Regional and State SRC.

The school captains Robert Wilson and Samara Milgate attended the captain’s conference in Sydney meeting the governor general. This was a huge honor. The school captains learnt many different things while being at the conference.
During 2010 the SRC purchased equipment to support the school and facilitate future fundraising events.

The SRC was kept busy all year around holding many social events at school. SRC held 4 discos with each disco a different theme. SRC members run the discos and organizing these events. All discos were great nights to remember with many children turning up.

A huge thank you, to all SRC members and also Miss Smith and Miss Noble for your continuous work during the year.

**School context**

**Student information**

It is a requirement that the reporting of information for all students must be consistent with privacy and personal information policies.

**Student enrolment profile**

In 2010 enrolments fluctuated between 166 and 145 students. There were 107 changes to enrolment, either leavers or new enrolments, indicating a high turnover in student population.

Though the overall trend in the last five years is for a decreasing enrolment due to the overall decline of rural populations, the enrolment of students at Bourke High School remained stable for this period 2009 (146 student) to 2010 (145 students).

Leavers were less than new enrolments in 2010 with the exception of students moving from Year 10 to 11.

**Management of non-attendance**

Bourke High School employs an Attendance Monitor (TAM) who daily monitors the attendance of students by telephoning and making home visits to support parents to improve student attendance. School based tracking data indicates that there is a significant increase in school attendance. The TAM also assists in supporting the School Attendance Plan and regularly communicates with the Home School Liaison Officer (HSLO).

**Class sizes**

Class size is dependent on the year and subject. In stage 4 and 5 the average class size is between 15 and 25 students. In Stage 6 the number of students in classes varied from 2 to 15.

**Structure of classes**

In Stage 4, Year 7 and 8, classes are ungraded mixed ability groups. In Stage 5, year 9 and 10,
parallel timetabling allows classes to be graded within faculty lines. In Stage 6, years 11 and 12 classes are ungraded and based solely on subject selection. Life Skills is offered across all stages and is integrated within the regular class.

**Retention to Year 12**

Half, 50% of Year 10 students stayed at school to complete their Higher School Certificate from 2008 to 2010. This is a significantly higher proportion than other schools in the Bourke School Education Group, though still lower than the state average retention rate.

Retention rates in 2009 have increased significantly in years 7, 8 and 11 and a fell in years 9, 10 and 12. Retention rates in year 11 are above the state for Aboriginal students.

![Graph: Proportion Staying On (SC to HSC)]

**Post-school destinations**

In 2010 ten students were awarded a Higher School Certificate. Four Year 12 students qualified to attend university through the Australian University Index (ATAR). There was an increase of the number of students eligible to receive an ATAR to 71%.

**Year 12 students undertaking vocational or trade training**

Ten students completed the Higher School Certificate in 2001.0. Two students chose to pursue studies at university level and one elected to undertake study and further training through TAFE and other training providers. Six students successfully transitioned to the workforce, while one student is seeking employment (February 2011).

**Year 12 students attaining HSC or equivalent vocational educational qualification**

Five students obtained VET qualifications, two for Construction, two for Hospitality and one for Business Services. Business Studies student, Samatha Jackson was awarded the Australian Vocational Student Prize for her achievements as a school-based apprentice in 2009.

**Staff information**

It is a requirement that the reporting of information for all staff must be consistent with privacy and personal information policies

Enter text here

**Staff establishment**

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1</td>
</tr>
<tr>
<td>Deputy Principal(s)</td>
<td>1</td>
</tr>
<tr>
<td>Head Teachers</td>
<td>4</td>
</tr>
<tr>
<td>Assistant Principal</td>
<td>1</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>9</td>
</tr>
<tr>
<td>Teacher of Mild Intellectual Disabilities</td>
<td>1</td>
</tr>
<tr>
<td>Secondary Home School Liaison Officer</td>
<td>1</td>
</tr>
<tr>
<td>Sport Teachers Behavior</td>
<td>2</td>
</tr>
<tr>
<td>Support Teacher Learning Assistance</td>
<td>0.5</td>
</tr>
<tr>
<td>School Learning Support Coordinator</td>
<td>0.4</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>1</td>
</tr>
<tr>
<td>Counselor</td>
<td>0.4</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>8.3</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>28.233</strong></td>
</tr>
</tbody>
</table>

Additional staffing is provided through targeted programs.

As part of the National Partnership Initiative a Deputy Principal- Programs was employed to support the development of quality programs. Also The Attendance Monitor is employed full time. Country Areas Program funding was also used to support the employment of a School Administrative Officer. Aboriginal Programs supported the employment of an Aboriginal Community Engagement Officer in November 2010. At the same time the school supported
the training and appointment of a Transition Advisor.

In December 2010 there were 30 teaching staff and 12 support staff.

In 2010 there were four teaching Staff (13%) who identified as Indigenous and 5 support staff (41%).

**Staff retention**

There have been few staff changes in 2010 to 2011. With the exception of one position all 2010 staff stayed on at Bourke High School into 2011. This is a retention rate of 98%. There was also an appointment of a fulltime head Teacher mentor to support new and beginning teachers.

**Teacher qualifications**

5 (19%) of teaching staff have Masters Degrees another 3 are enrolled postgraduate study. Totally 29% undertaking or completed study at Masters Degree.

Eight teachers are qualified Vocational and Education Teachers. 29% have undertaken additional study to deliver Australian Framework Courses at industry standard.

All teaching staff meet the professional requirements for teaching in NSW public schools.

<table>
<thead>
<tr>
<th>Qualifications of staff</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree or Diploma</td>
<td>71%</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>29%</td>
</tr>
</tbody>
</table>

**Financial summary**

This summary covers funds for operating costs and does not involve expenditure areas such as permanent salaries, building and major maintenance.

<table>
<thead>
<tr>
<th>Date of financial summary: 30/11/2010</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Income</strong></td>
</tr>
<tr>
<td>Balance brought forward</td>
</tr>
<tr>
<td>Global funds</td>
</tr>
<tr>
<td>Tied funds</td>
</tr>
<tr>
<td>School &amp; community sources</td>
</tr>
<tr>
<td>Interest</td>
</tr>
<tr>
<td>Trust receipts</td>
</tr>
<tr>
<td>Canteen</td>
</tr>
<tr>
<td><strong>Total income</strong></td>
</tr>
</tbody>
</table>

| **Expenditure**                      |
| Teaching & learning                 |
| Key learning areas                  | 49 938.98 |
| Excursions                           | 16 206.43 |
| Extracurricular dissections          | 30 414.95 |
| Library                              | 6 839.09 |
| Training & development               | 0.00      |
| Tied funds                           | 420 403.70 |
| Casual relief teachers               | 42 695.74 |
| Administration & office              | 105 478.67 |
| School-operated canteen              | 0.00      |
| Utilities                            | 71 198.81 |
| Maintenance                          | 66 304.79 |
| Trust accounts                       | 34 587.23 |
| Capital programs                     | 45.41     |
| **Total expenditure**                | 844 113.80 |
| **Balance carried forward**          | 451 670.27 |

A full copy of the school’s 2010 financial statement is tabled at the annual general meetings of the School Council and/or the parent body. Further details concerning the statement can be obtained by contacting the school.
School performance 2010

Bourke High School takes pride in offering students a broad and varied education. This includes an emphasis on sport and health, art and culture.

Achievements

Art
On Tuesday 30th March interested Visual Arts students took part in a School based “Waste To Art” Workshop. Students gathered materials and inspiration from the Local Birrang Recycling Centre in the morning. The remainder of the day was spent planning and creating thoughtful and inspiring artworks.

Sport
Another massive year in sport has seen Bourke High School students excel in many areas. A successful swimming and athletics carnival produced outstanding individual performances and saw students progress to regional and state level. Bourke again hosted the annual Ronnie Gibbs Shield with the High School entering multiple teams in Rugby League and Netball. A big congratulations to the Junior Boys Rugby League team who made the final but narrowly went down to Warren. Rugby League is always busy with a number of competitions including Walgett 7’s, Ronnie Gibbs, Tom Kemp Shield and Brewarinna Gala day all seeing our boys compete. Girl’s Netball was also involved in many competitions unfortunately not having achieved the results they wanted but none the less were extremely competitive. Our girls Hockey team also competed this year and hopefully we will form a team again next year to compete in our region.

Davidson Shield was once again a huge success for Bourke High School with Bourke winning back the shield we lost to Nyngan in 2009. Bring on 2011!

A big thank you must go out to Mr Williams, Mr Shannon, Mr Warne, Mrs Cohen, Miss Noble and Miss Buckley who dedicated themselves to training and travelling with the students to prepare them for these competitions, without this the students would not have the great opportunities that they have.

Honourable mentions for this sporting year are:

- Henry Gordon  CHS Swimming
- Jacob McKenna Far West Academy Rugby League
- Harrison McInerney  Far West Academy Rugby League
- Zac Sims  Far West Academy Soccer
- Tom McKenna  Far west Academy Soccer
- Zoie McLean-Green  Far West Academy Netball

Mr Hosking – Sports Coordinator

Nibble and Natter: On Friday 7th May female students, staff, family members, visitors to town and members of the local community gathered for an afternoon of games, mingling and scrumptious food to celebrate sisterhood and Mother’s day. The MPC was packed with ladies of all ages.

A massive thank you must go to the numerous community members that attended the afternoon; your support of the afternoon is immensely appreciated. It was fabulous to see some ladies returning for the fifth year running and it was also a pleasure to see some new faces in attendance.

I hope all ladies both young and older had a fun afternoon and that all mothers had a wonderful Mother’s Day. I look forward to seeing what happens for the male students to celebrate Fathers day.

Thank you - Amanda Smith

Mate Vs Mate: was a football afternoon organized during Nibble Natter. Our Young men invited other community members to the match.
The match was a friendly game designed to build the relationship amongst the students and community.

Academic

In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10.

The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

Yr 7: from Band 4 (lowest) to Band 9 (highest for Year 7) Yr 9: from Band 5 (lowest) to Band 10 (highest for Year 9)

In the School Certificate the performance of students is reported in performance bands ranging from Performance Band 1 (lowest) to Performance Band 6 (highest).

Literacy – NAPLAN Year 7

Year 7 Year 7 students demonstrated a large improvement in their NAPLAN scores from when they were tested in year 5. Many students are at or above the National benchmark for reading.

Numeracy – NAPLAN Year 7

In all aspects of numeracy 40.9% of Year 7 students’ demonstrated growth equal to or better than expected in Numeracy.

Literacy – NAPLAN Year 9

In Year 9, 50% of students are at or above minimum standards for all aspects of literacy.

Numeracy – NAPLAN Year

In all aspects of numeracy 37.5% of Year 9 students’ demonstrated growth equal to or better than expected in Numeracy.
Progress in literacy
Year 7 students showed above state average growth in all aspects, except spelling.
Growth in year 7 was 90.1, well above both the state and SEG.
Year 7 (Girls) are 57 scale scores above the state average growth in the test aspect of Grammar & Punctuation.
Year 7 (Boys) are 140 scale scores below the state average in the test aspect of Grammar & Punctuation.
Year 9 showed average growth in all aspects, except spelling. Writing improved by 99 scale scores from the 2009 data.

Progress in numeracy
Enter your text and graph from Electronic Data Summary Sheet where appropriate.

School Certificate
Enter your text and graph from Electronic Data Summary Sheet where appropriate.

School Certificate relative performance comparison to Year 5 (value-adding).
There have been improvements in the average student performance from Year 5 in Mathematics, History and Computer Skills.

Higher School Certificate
There has been improvement in student performance in the middle bands compared to the same student’s performance in year 10.
Enter your text and graph from Electronic Data Summary Sheet where appropriate

**Minimum standards**

The Commonwealth Government sets minimum standards for reading, writing, grammar and punctuation, spelling and numeracy for years 3, 5, 7 and 9.

The performance of the students in our school in the National Assessment Program – Literacy and Numeracy is compared to these minimum standards. The percentages of our students achieving at or above these standards are reported below.

Percentage of Year 7 and 9 students in our school achieving at or above the minimum standard in 2010 is shown in the graph below.

<table>
<thead>
<tr>
<th>Percentage of Year 7 students achieving at or above minimum standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
</tr>
<tr>
<td>Writing</td>
</tr>
<tr>
<td>Spelling</td>
</tr>
<tr>
<td>Punctuation and grammar</td>
</tr>
<tr>
<td>Numeracy</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Percentage of Year 9 students achieving at or above minimum standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
</tr>
<tr>
<td>Writing</td>
</tr>
<tr>
<td>Spelling</td>
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<tr>
<td>Punctuation and grammar</td>
</tr>
<tr>
<td>Numeracy</td>
</tr>
</tbody>
</table>

**Significant programs and initiatives**

In 2010 Bourke High School took part in a range of programs to support teaching and learning such as National Partnerships, Low Socio-economic Initiative (NP) Priority Schools Program (PSP) Country Areas Program (CAP) and MCEETYA Math Pilot.

** Aboriginal education**

Approximately 60% of Bourke High School students have an Aboriginal background.

Consequently Aboriginal Education pedagogy and strategies are practiced across the whole school. The school has sought to maximize the achievement of all Aboriginal students through the following programs.

**Senior Student Mentors:** Senior students were encouraged and supported by the employment of senior student mentors. The mentors assisted students with developing independent study skills through the developing organization and study skills.

**Wangkumarra Aboriginal language:** The teaching of one of the local aboriginal languages has continued to be successful. The program has resulted in enhanced understanding of local aboriginal history, culture and language. A strong focus of this program has been the partnership with the Muda Aboriginal Corporation. A community language tutor is employed to support this program through funding from the Aboriginal Education and Training Directorate.

**Norta Norta Tutors and mentors:** During 2010 the school employed two literacy and numeracy tutors. Tutors contribute positively to the school and support teachers in the classroom. Tutors were trained in the Multilit reading program this year and will be implementing the program in 2011 to support individual students.

**NAIDOC Celebrations:** During 2010 the school was proud to host the NADOC celebrations attended by parents, students and community members. The whole school community enjoyed an official celebration including a smoking ceremony, where prominent students and
community members were awarded for their support for the students of Bourke High School. Throughout the week students took part in several activities including supporting an aboriginal artist to create a NADOC Week mural.

**Staff Awareness:** All staff is given an overview of the policy and cultural immersion training when arriving at Bourke High School. Visitors are also supported to be culturally sensitive to the needs of our students.

**Multicultural education**

Bourke High School has a high priority for the maintenance of a respectful and diverse community. The school community members work hard to maintain a warm and supportive environment free from racism or prejudice.

**Respect and responsibility**

Bourke High School places a high priority on a respectful and responsible community. In 2010 the school rules of Respect, Safety, and Learning were reinforced and developed so that students and staff could easily promote respectful, safe and quality learning behavior. The school staff has elected to develop this process further by becoming a Positive Behavior for Learning school in 2011.

Positive Behavior for Learning (PBL) is a whole school reform process where behavior in the school is assessed and positive teaching strategies used to support the teaching of appropriate behavior.

**National partnership program:** is a Commonwealth funded program that supported Bourke High School with an additional $218000 grant. With these funds the Drop Everything and Read Program (DEAR) was resourced with SRA reading kits. Also a Deputy Principal - Programs was employed to development of programs across the school that support increased Literacy and Numeracy, Attendance and Retention. The Attendance Monitor was employed in at the end of Term 3 with these funds.

In addition to staff at Bourke High School, National Partnerships funds supported the employment of a connected learning coach and a principal mentor for the Bourke Group of Schools.

**Connected learning:** was a main feature of professional learning at Bourke High School in 2010. All staff were given training in using interactive whiteboards. Science classes had a connected learning experience with Cobar High School Science classrooms. Year 7 students connected across the region to several venues for a Maths Forum.

The school buildings were wired for wireless broadband and the year 9 and 10 students received their laptops for learning.

**Priority School Program** provides finding to schools with lower than average soci-economic status. Bourke High School received $32000 of funding from this program in 2010. This funding was mainly used to support the employment of a School Administrative Officer (SAS) and also some funds supported the professional learning in Literacy.

**Country Areas Program (CAP)** is a program that supports geographically and socially isolated communities. During 2019 CAP provided Bourke High School with an additional $29000. This funding was used to professional develop staff with $6000 supporting accommodation and travel for professional learning and $3000 supporting NAPLAN Literacy and Numeracy training.

Funding of $3000 allowed Year 12 student and parents to visit Charles Sturt University. This gave students an insight into university life and the courses and qualifications they could obtain from a university.

An additional $4000 supported community involvement programs such as Nibble and Natter NADOC week celebrations and SRC activities.

**MCEETYA Mathematics Pilot:** was a program of professional learning supporting our mathematics teachers. All year 7 and 8 were given specific strategies and then assessed to gage the outcome. This is a National Program that is used to stimulate learning and was
completed at the end of 2010. Our students showed good gains from the assessments.

Spring Fete: This year the staff and students through the SRC ran a spring fete. This was an outstanding success. Thank you to all the business who supported the fete and the community who attended.

Gifted and Talented Program was developed this year to give a holistic and real experience for our more talented students to advance literacy and numeracy skills. Two local community radio stations provide training for student to learn to broadcast skills. As a consequence some of these students have become afternoon radio presenters in their own time.

Building the Education Revolution has resulted in several new buildings at Bourke High School these include
- New Science classrooms.
- Covered Outdoor Learning Area
- Covered outdoor seating area in Quad 2.

Welfare

Bourke High School Welfare program is supported by a Head Teacher Welfare and a year Advisor for each year. The welfare program ran a broad range of initiative to support students’ social, emotional and health issues. These programs were often in partnership with other local government and non-government agencies.

Links to Learning, a program delivered by Centracare has been highly successful this year. Also the Aboriginal Medical Service regularly attended the school at lunch time to assist in treating minor ailments of students while promoting the service.

Progress on 2010 targets

Repeat target for 2010 from 2009 report
- Increase Yr9 students performing at National Minimum Standard in Literacy by 3% from 2008 Year 7 to 2010 Year 9.

Our achievements include:
- Increase in NAPLAN for Year 9 by 3% with a significant increase in writing

Key evaluations

It is a requirement for all NSW public schools to conduct at least two annual evaluations – one related to educational and management practice and the other related to curriculum. In 2010 our school carried out evaluations of Enter text here

Educational and management practice

Teaching at Bourke High School has been reformed this year with new programming practices. Program proformas within each KLA are now generic across the school with each faculty focused on developing Quality Teaching programs.

Future directions will be to support these programs to enhance outcomes for students by using the quality teaching matrix and also to develop assessment and reporting practices.

Curriculum

Background

An average of only 17% of our Senior students continue on University, thus requiring an ATAR. The other 83% of Senior students do not require an ATAR, therefore their curriculum need not be Tertiary based. We needed to provide the non-ATAR students subjects which would be relevant to them for their futures, as well as not making their senior years as academically rigorous.
Findings and conclusions

We researched other Board of Studies courses that would better suit our clientele. Two main courses, CEC English and Applied Mathematics-Project, were found to be more relevant and appropriate for a large section of our students. These courses were offered as part of the curriculum package which included a variety of Vet and TVET courses, as well as Traineeships.

Future directions

These two new courses, CEC English and Applied Maths, will now be offered to our Year12 students for 2011.

Parent, student, and teacher satisfaction

In 2010 the school sought the opinions of parents, students and teachers about the school.

The Quality of school life survey indicated that most students enjoy school and feel they can achieve and be successful.

In 2010 a Community survey was conducted. 600 surveys sent out via post boxes 20 were returned. Many of the community surveys were highly critical of the school and the teaching staff.

Teaching staff were also surveyed using the Quality Teaching Staff Survey. The survey indicated that though teachers feel that they are trying to engage students using quality teaching 90% always provide students with questioning opportunities and 52% always provide deep knowledge only 38% of students link central concepts and ideas and only 19% of students understand that knowledge should be questioned and analysed.

The major finding was that student self regulation specifically disruption to lessons punctuality and student ability to stay on task and readiness for a class was of major concern. Alternatively student direction in lessons and tasks was also lacking with poor outcomes for student setting learning goals and undertaking homework

Professional learning

All staff at Bourke High School participated in Basic Smart board training and understanding how to use Smart2 software. In addition to this there was a range of training for Vocational and Education Courses with two teachers being trained at Industry Standard to deliver Hospitality and Construction.

All staff participated in school development days and was trained in Emergency Care procedures as well as the development of quality teaching programs through the Bourke Group of Schools network.

There were eight new scheme teachers undertaking accreditation at professional accomplishment.

School development 2009 – 2011

Targets for 2011

Bourke High School put a high priority on developing students that will be able to contribute fully to society and to achieve this we recognize that not only academic but wholistic community involvement is necessary.

Targets for 2011

1 Increase Yr9 students performing at National Minimum Standard in Literacy by 3% from 2009 Year 7 to 2011 Year

Strategies to achieve this target include:

- Fortnightly Literacy Numeracy Team meetings with KLA representation.
- Each Literacy Numeracy Team member providing literacy support to their KLA
- Students engaged in DEAR reading scheme 4 times per week.

Our success will be measured by:

- Programming using Smart Data strategies across all KLAs Enter text here
- Increase in NAPLAN performance in Year 9 reading.
2. Increase Yr 9 students performing at National Minimum Standard in Numeracy by 3% from 2009 Year 7 to 2011 Year 9.

Strategies to achieve this target include:

- Fortnightly Literacy Numeracy Team meetings with KLA representation.
- Each Literacy Team member providing literacy support to their KLA
- Basic Skills instruction in Mathematics at the beginning of the year 7 for all students.

Our success will be measured by:

- Programming using Smart Data strategies across all KLAs
- Increase in NAPLAN performance in Year 9 numeracy

3.a. Increase student attendance rates from 79% to 85% (7 to 10) and 85% to 90% (11 & 12)

b. Decrease the suspension rate from .56 to .46.

2010 ratio of students to suspension ( 87 suspension / 155 students = .56)

c. Increased the percentage of students completing Year 12 or vocational training from Yr10 2009 to Yr12 2011 from 62% to 70%

Strategies to achieve this target include:

- Improve the collection of student data to support student attendance and retention, and enhance community communication by the employment of additional SASS (SAO to .4 SAM)
- Provide students with future career goals and directions by producing PLPs/Transition plans for all students by employing a Transition Advisor.
- Increase Aboriginal student engagement with school by the employment of an Aboriginal Community Liaison Officer (Elder) 2 day per week

Our success will be measured by:

- Increase in attendance for all students
- A decreased in the suspension rate
- An increase in the retention of students to year 12 particularly for Aboriginal Students.

4. Increase the attendance rate of parents/carers at school events so that each family enters the school at least once in 2011.
About this report

In preparing this report, the self-evaluation committee has gathered information from evaluations conducted during the year and analyzed other information about the school's practices and student learning outcomes. The self-evaluation committee and school planning committee have determined targets for the school's future development.

Bruce Buxton, Principal
Geoff Michell, Deputy Principal
Kathleen Davis, Deputy Principal-Programs
Situational Analysis Reference Group
Peter Hoskings Sports Coordinator
Amanda Smith, Nibble and Natter
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Parents can find out more information about Annual School Reports, how to interpret information in the reports and have the opportunity to provide feedback about these reports at: http://www.schools.nsw.edu.au/asr